

# English Learners and Tennessee Assessments 2010-2011

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# Acronyms 101

- **ELDA** -English Language Development Assessment
- **ELSA** -English Linguistically Simplified Assessment
- **TELPA** - Tennessee English Language Placement Assessment

# Acronyms continued...

- ESL - English as Second Language
- LEP - Limited English Proficient
- EL – English Learner
- ELL – English Language Learner
- AMAO – Annual measurable achievement objectives

# ELDA

## Why is ELDA given?

- Under No Child Left Behind (NCLB) states are required to assess the proficiency of the ELL students
- According to Title III under NCLB, states are to measure annual growth of an ELL students English development in reading, writing, listening, and speaking.

# AMAOs

- **AMAO 1 – The extent of progress, if any, ESL students are making in LEA (if any improvement is made on any subtest in ELDA from the previous year)**
- **AMAO 2 – The extent to which ESL student are attaining proficiency in English. (Composite score of 4 or 5 on the ELDA)**
- **AMAO 3 – Based on if the ESL subgroup makes adequate yearly progress (AYP) in reading/language arts as determined by TCAP**

# ELDA facts

- It is not a timed assessment, however an approximate time for the entire test is between three and four hours depending on the grade cluster.
- It is given in grade clusters (K-2, 3-5, 6-8, 9-12).
- It consists of four subtests – Listening, Reading, Writing, and Speaking
- The testing window for 2011 is February 14 through March 25.

# **ELDA facts continued...**

- **It has a score ranging from the lowest of 1 to 5 being the highest**
- **Students who obtain a composite score of 4 or 5 become a Transitional student (T1)**
- **A shorter form of ELDA is in development which will require less time of teachers to administer without decreasing the validity of the assessment. Tennessee hopes to use this form for the Spring of 2011.**
- **ELDA is currently used by seven states, including Tennessee.**

# ELSA

- **It was available for the first time during the 2010 TCAP Achievement administration**
- **It is intended for LEP students.**
- **It is a criterion referenced test (CRT) – based on Tennessee curriculum standards**



# ELSA continued...

- It is an accommodated version of Achievement test
- Test questions are the same as the Achievement (ACH) test/EOC test.
- It has the same proficiency levels as the ACH/EOC test

# ELSA Content Areas

- **End of Course (Fall 2010)**
  - **Algebra I**
  - **English II**
- **TCAP Achievement**
  - **Math**
  - **Science**
  - **Social Studies**
  - **Reading/Language Arts**
    - **Passages kept intact since this is a reading test**
    - **Test items modified for accessibility**

# Characteristics of simplified language assessments, e.g. ELSA

- **Reduce wordiness**
- **Use high-frequency (common) words**
- **Avoid words with multiple meanings**
- **Use concrete words, not abstract ones**
- **Use the simplest verb forms**
- **Reduce complexity of sentence structure**

# What are the goals of ELSA?

- **Make the ACH/EOC more accessible to ELs by providing a modified format in “simplified” English that:**
  - **Reduces linguistic barriers to facilitate measuring the intended knowledge or skill.**
  - **Does not change the knowledge or skill being assessed on ACH/EOC**
  - **Use challenging vocabulary only when relevant to the knowledge or skill being assessed.**

# Cultural Accessibility

**Premise:** People who grow up in other languages and cultures may not share U.S.-based ways of looking at the world.

## **Guidelines:**

- Look for contexts, vocabulary, etc. that will be widely accessible.
- Note that school-based contexts are often more accessible than home-based contexts.

# Cultural Accessibility

**Consider 2 items that use U.S. coins as a context:**

Monica has four quarters two dimes and one nickel. How much money does she have?

- There are 10 dimes in a dollar. How many dimes are in 3 dollars?



# Possible Linguistic Modifications

- Remove Empty Context: In cases where a context has been added to a question, remove the context and state the task directly.
- Refine Context: This can refer to either (1) making a context more explicit or (2) recasting the item in a more accessible context (e.g., school-based).
- Simplify Vocabulary: Identify challenging words not related to the content being assessed and replace them with more accessible words.



# Cultural Accessibility

Try it yourself: Can you answer this item based on Chinese coins?

Marcia has 3 yuan, 8 jiao, and 4 mao.



How many RMB does she have?



# Possible Linguistic Modifications

- **Unpack:** Present complex ideas in a series of simple steps, following logic and/or chronology as closely as possible.
- **Make Stem Concise:** Reduce wordiness and ensure that the stem sets the task as clearly as possible.
- **Make Options Concise:** Reduce wordiness in options

# Possible Linguistic Modifications

- **Reduce “If” Clause:** Convert complex sentences with an “if clause” and a “result clause” to two simple sentences.

## **Simplify Verb Forms:**

- Change passive to active
- Change past to present
- Change future to present
- Change conditional to present

# Possible Linguistic Modifications

- **Reduce Wordiness:** Eliminate extraneous words or otherwise simplify and hone the language.
- **Add Emphasis to Key Words:** Use underlining to draw students attention to word that highlight the task being set.
- **Graphic Representation:** Revise the art or graphics associated with an item. (Includes eliminating a graphic that does not help students understand the task.)

## Example: Grade 4 Math

**If bananas cost 35¢ per pound, how much will 4 pounds cost?**

**Bananas cost 35¢ per pound. How much do 4 pounds of bananas cost?**

**Categories:**

- **Reduce “if” Clause**
- **Simplify Verb Form:  
Future to Present**

# Example: Grade 4 Math

**Last month, 104,629 people went to the circus. What is the value of the 6 in 104,629?**



**What is the value of the 6 in 104,629?**

**Categories:**

- Remove Empty Context
- Graphic Representation

# Example: Grade 6 Math

**To prepare for a regional competition, Keith practiced on his skateboard 12 hours each week for 18 weeks. How many hours did Keith practice in all?**

**Keith worked 12 hours each week for 18 weeks. How many hours did Keith work in all?**

**Categories:  
Refine Context**

ETS Researchers

John Young: Ongoing research on Linguistic Modification; Grades 4 and 6, Math and Science

Maria Martiniello: Language and the Performance of English-Language Learners in Math Word Problems

Linda Cook: Patterns of Differential Item Function (DIF) for ELLs

# What about accommodations?

- Allowable ELL accommodations can still be given to students taking the ELSA.

# TELPA

- The purpose is to have a valid assessment for new students who are suspected of being Limited English Proficient (LEP)
- Sometime during early October Measurement Inc. is expected to have a year-round web site to take orders directly from districts.



# Contact information

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